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Evaluation in terms of content analysis of lifelong learning research

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Abstract

In this research, content analysis studies in the field of lifelong learning was to make; lifelong learning approach, determine to which direction progress and work was carried out in order to guide the researchers in this field. This research is a study of type documentary screening for collecting research data used in the EBSCO ve ISI Web of Science databases. This lifelong learning to operate by accessing databases 110, the data have been obtained. As a result of the analysis performed, the more educational technologies in lifelong learning research, students taking advantage of the sample group, reached the conclusion was carried out as a qualitative.

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Keywords: Lifelong learning; content analysis

1. Introduction

After the 1950s, a frequently used concept of lifelong learning, business life, interpersonal relations, knowledge generation and rapidly due to rapid changes in science and technology around the world today is an interesting approach (Halis, 2002; Bryce, 2004; Demirel, 2005; Gülbahar, 2009). In the early 1970s by some international organizations (OECD, UNESCO) lifelong learning is applied for humanitarian purposes (Hake, 1999), The European Union is considered as a slogan popularized in the field of education policy (Dehmel, 2006; Beycioğlu & Konan, 2008). Today, however, ceases to be a slogan of lifelong learning has become a social need (Demirel, 2009c). Also life- long learning has an important place on the agenda of educators from the 1970s. (Beycioğlu & Konan, 2008), Started to be implemented by UNESCO in 1973 for education and training (Green, 2002; Friesen & Anderson, 2004; Kang, 2007; Demirel, 2009b).

Economic and social changes make it easier to adapt to (Nicolau, 2010) and it is a necessity in creating the future (Fischer, 2001), individuals, institutions and organizations empowered to face challenges (Tight, 2009), competitiveness, social cohesion and lifelong learning is seen as indispensable to prosperity (Saisana & Cartwright, 2007), the most general sense, it is expressed as "learning that occur in our entire life from cradle to grave" (Woodrow, 1999). This can be seen from disclosing, lifelong learning, not only is an ongoing learning throughout our lives, but also into all aspects of life is a learning (Beycioğlu & Konan, 2008). In addition, we develop a better

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focus on how learners' educational careers (Nind, 2007) the most basic principle of lifelong learning, is to continue to learn throughout life as a conscious and intentional (Demirel, 2005).

Individuals to be members of an information society should be trained in lifelong learners emphasizing Harpe and Radloff (2001) emphasizes that it is necessary if individuals are informed about the lifelong learning. When you look at the literature, especially in areas of business that shows the importance of lifelong learning and education (Sim et al, 2003), as well as studies carried out studies on lifelong learning is seen in many areas. However, lifelong learning, work is progressing in which direction are found to express many studies and is thought to be missing in this direction. Rogers (2006) in a similar study was carried out, this approach has been to ignore some of the issues and stresses. Therefore, this study aims to analyze the content of studies in the field of lifelong learning, lifelong learning, and determine to which direction progress is to guide researchers to work in this area. In addition, answer the following questions were sought to achieve this goal:

- What are the trends in the study of lifelong learning research?
- What is a sample taken from the study of lifelong learning research?
- Are lifelong learning research, individual or group working?
- What are the types of lifelong learning research?

2. Methodology

Model of the Study

In this research, lifelong learning research in terms of content analysis to assess the type of documentary is the work of scanning.

Collecting Data

For this study, EBSCO and ISI Web of Science database of journals scanned. While scanning electronic databases, journals, study, or key words in the title "lifelong learning", "lifewide learning" is limited to words. During the study, content analysis, in accordance with the objectives of the research sub-criteria are taken into account in the "Research Topics", "Sample Group", "Researcher Number" and "Work Type (quantitative / qualitative)", respectively.

Analysis of the Data

Analysis of the data that are already developed in Microsoft Acces program, using the criteria specified in the database was created and saved. Detailed analysis of documents obtained from the article, all data recorded for each query using the properties, and finally, the data and reports are grouped according to the criteria established.

3. Results

In this section, EBSCO and ISI Web of Science database as a result of surveys conducted, the results of analysis carried out in accordance with the purpose of study, and reported according to selected criteria.

According to the areas of lifelong learning research

Out of work, grouped by subject, lifelong learning research carried out to determine which areas were studied. Researchers work areas, lifelong learning is presented in detail in Table 1.

Table 1 According to the areas of lifelong learning research

Study Subjects	Article Numbers
Lifelong Learning and Educational Technology	34

Politics of Lifelong Learning	14
Educational Level of Lifelong Learning	12
Lifelong Learning in the Field of Medicine	11
Learner's Lifelong Learning Skills	9
Lifelong Learning and Education Programmes	4
Historical Developments of the Lifelong Learning	3
The Relationship Between Community Development and Lifelong Learning	2
The Mission of Lifelong Learning Institutes	2
Lifelong Learning in Language Teaching	2
Culture and The Effect of Lifelong Learning	2

As shown in Table 1, lifelong learning research carried out at most in the field of Educational Technology. In addition, the majority of researchers, carries out research in the field of lifelong learning policies. Lifelong learning is the subject of research studies, at least in language teaching, culture and lifelong learning effect, the mission of community development and lifelong learning activities.

Sample Studies Group Which Received the Survey

In scientific studies, research, data collection is an extremely important factor. Therefore, this study, researchers for lifelong learning, they are chosen in order to gather information for the sample group were analyzed. The findings of the analysis are presented in Table 2.

Table 2. According to Sample Group Lifelong Learning Studies

Sample Group	Article Number
Student	21
Other	20
Adults	12
Teacher	5
Nurses	4

The findings of the study, 21 lifelong learning work, student and other work that is specified as 20 (academics, employers, working women, architects) have shown that distribution of the sample group. In addition, 12 lifelong learning as the sample group work, is the collection of information from adults. Lifelong learning to the work of nurses and teachers in groups of at least sample collected information.

Number of Researchers Received Research Studies

Content analysis of the work performed for lifelong learning, one of the sub goals is the authors number. Cooperative work is extremely important today, winning, lifelong learning to the work of researchers, working individually or as a group (information sharing, a cooperative structure) they pay particular attention has been demonstrated that. Lifelong learning to the number of author studies in detail the findings are presented in Table 3.

Table 3. According to the author number lifelong learning studies

Author Number	Article Number
1	40
2	22

3	18
4	6
5	3
7	3
6	2
8	1

The obtained results of the analysis, life-long learning as an individual work was carried out which one was 40. Find also analyzed 22 studies were carried out as 2 people. And 7 authors was carried out 3 articles, 1 article is carried out by the 8 authors. The situation is more than the number of author shows, lifelong learning research, cooperative approach has been adopted.

Type of the Research Studies

Lifelong learning to the work of the other analyzed variables is this type of work. Findings related to the type of lifelong learning activities are provided in Table 4.

Table 4. According to the Type of the Research Lifelong Learning Studies

Qualitative/Quantitative	Article Number
Qualitative Analyze	88
Quantitative Analyze	4
Qualitative/Quantitative Analyze	3

As shown in Table 4, the vast majority of lifelong learning activities (88%) were carried out as qualitative. 4 Lifelong learning as a quantitative study was carried out, 3 was carried out both qualitative and quantitative study of lifelong learning.

4. Discussion & Conclusion

As a result of content analysis carried out for the lifelong learning approach, studies are more carried out in the field of educational technologies. In this case, lifelong learning approach has established a relationship between which today is extremely important and rapidly developing technology. Today, the cooperative studies has a very important place in lifelong learning. Content analysis of the work performed for lifelong learning, the studies are carried out more than one author. However, in the results of the analysis, % 40 lifelong learning research were carried individuals. This case study of lifelong learning show that they prefer both individually and as a group method.

However, studies performed in a lifelong learning approach and the more information collected for the sample group of students and other specified (academics, employers, and architects working women) are a group, nurses and teachers, information is collected at least form the sample group. Nevertheless, the studies examined, the sample groups, lifelong learning, but not enough work, to be effective and implemented in all areas found to be accessible.

Lifelong learning activities will take place after that for the studies to be more effective and to respond to needs in the field on behalf of some of the recommendations have been developed in accordance with conclusions. First of all, more scientific studies carried out in the field of lifelong learning, and these studies should be sent to scientific journals. In addition, only qualitative, not quantitative research studies in lifelong learning should be given more importance.

Lifelong learning approach to content analysis conducted in almost all areas of studies were done. However, in some areas concluded that (language teaching, culture and community development) these studies are not enough.

Further work should be done in these areas, lack of innovation in the field are determined and should be closely monitored. In addition, the impact on learners in lifelong learning approach and further investigated for sex, age, socio-economic status and so on changes should be relative with variants.

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